

## The KEYS (Keep Encouraging Young-driver Safety) Project

Jessica Hartos, PhD  
Dept of Health Behavior & Administration  
UNC Charlotte

David Huff  
Director, Traffic Safety Program  
Montana Office of Public Instruction



## Young Driver Crashes

- Leading cause of injury and death for youth
  - Greater than next 4 causes (homicide, suicide, cancer, heart disease)
  - Highest in first 6 months of licensure and 500 miles of driving
  - Attributable to lack of driving experience, risky driving behaviors, and driving in high-risk conditions (at night & with teen passengers)
- 3 countermeasures—DE, GDL, & parent involvement
  - Efforts to promote parent involvement are least evolved
- Lower parent involvement is related to higher teen driver risk
  - Examples
    - Supervision: reduced crash rates after GDL adoption partially related to increases in supervised practice driving
    - Restriction: traffic violations 4X more likely and crashes almost 7X more likely among teens with lenient driving restrictions
    - Monitoring: compared to teens that with low-risk driving over time, teens with high-risk driving over time 3X more likely to report low parent monitoring



## Evidence-based Strategies

- Decade of research on parent involvement in young driver safety
- *Target parents in programmatic efforts to increase young driver safety*
  - High participation rates in the Checkpoints Program
  - Without much personal contact or pressure, the majority of parents stayed involved in the program
- *Promote high initial parent expectations for young driver safety*
  - Initial expectations are the strictest
  - Parent intentions are good but follow through is not so good
- *Expose parents to goal-oriented persuasion about young driver safety*
  - Positive, non-critical messages for why and how parents should be involved in young driver safety
  - Parents were highly receptive to Checkpoints materials
  - After exposure, families reported stricter limits on teen driving
  - Recommended limits were related to fewer risky driving behaviors, traffic violations, and crashes



## Gaps in Practice

- Parent involvement has not not been integrated, coordinated, or organized on a large scale within GDL or DE
  - Within DE--practical option with high potential for success
- GDL requirements
  - 50 hours of supervised practice
    - Parents support
    - Little known about true extent of parent supervision of teen driving
    - Knowing how to drive does not directly related to ability to teach driving
    - DE has access and expertise
  - Restricted independent driving
    - Compliance and enforcement is largely up to parents
    - Parents could tailor restrictions to needs/performance of teens
    - Parents underestimate driving risks for their teenagers
    - DE could be a credible resource
- *DE can provide timely and quality parent education and instruction to supervise, restrict, and monitor teen driving*



## Gaps in Practice

- Distributing parent info in GDL/DE is not as effective as desired
  - Good information alone is not enough to motivate parents to act
- Hoover-Dempsey/Sandler Model of Parent Motivation
  - Parent involvement in children's education can be increased by:
    - Clearly defining parent roles/responsibilities
    - Inviting parents to participate
  - If parents are *supposed to be* involved and feel like they are an important part, parents should be more likely to do so
- How best to involve parents?
  - Results from 321 parents of teens in DE classes across Montana
    - Should parents be required to be involved in DE? 75% yes
    - Would parents want parent info from DE? 73-91% yes
    - How would parents prefer to be involved? "written materials sent home"
      - No difference by parent race/ethnicity, rural/urban status, or minority/majority status
  - ANSWER: Parent-teen homework assignments
- Parent involvement integrated into the DE curriculum may increase parent motivation to be involved in teen driving



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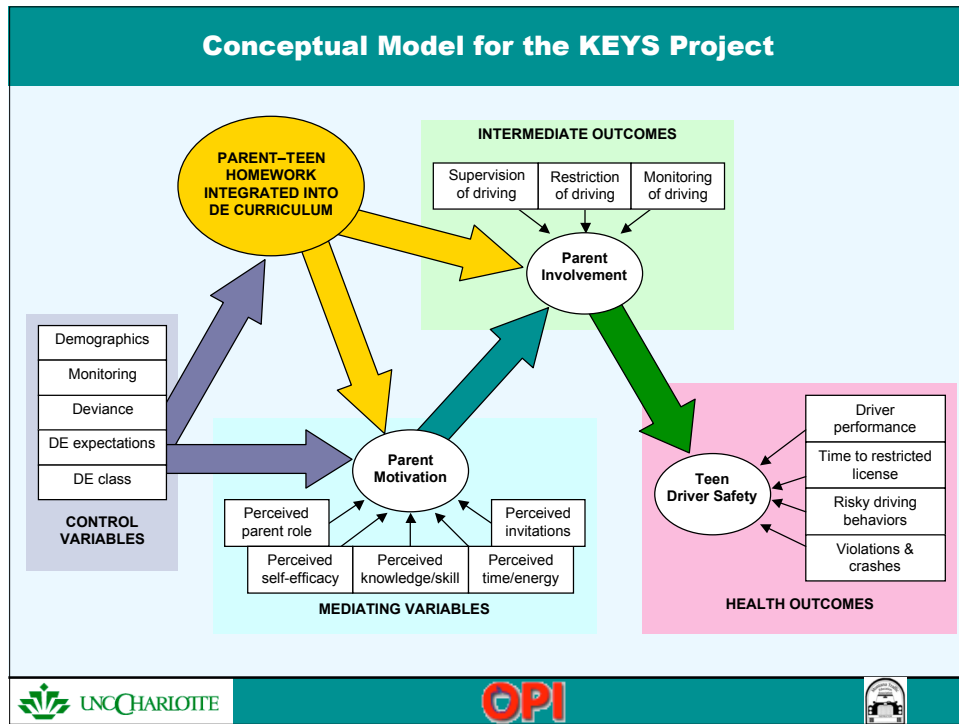
### Purpose

- To determine whether integrating parent involvement into DE will increase parent involvement in teen driving
  - **Unique:** first evaluation of a state-level comprehensive effort to involve parents in DE
  - **Innovative:** it will do so by integrating parent-teen homework assignments into the driver education curriculum

### Aims

- To develop parent-teen "homework" for the DE curriculum
  - Homework assignments will use evidence-based strategies to:
    - Target parents, increase their initial expectations, expose them to goal-directed persuasion, and define responsibilities and invite them to participate
  - Developed by a "working group" of researchers (including J. Hartos), policy makers (D. Huff), and DE instructors (4, including H. Lair)
- To determine whether doing so affects parent involvement in teen driving through exposure and increasing parent motivation
- To determine whether increased parent involvement in teen driving affects young driver safety outcomes





### To be or not to be funded, that is the question...

- **Will go forward**
  - Great new curriculum to incorporate parent involvement
  - Can be done without \$\$
- **WITH Funding: Methods**
  - Use DE classes throughout Montana
    - Fall (n=10), Spring (n=10), and Summer (n=20)
    - ½ “control” and ½ “intervention”
  - Recruit families in DE classes and follow for one year
    - Fall (n=150 dyads), Spring (n=150), and Summer (n=400)
  - Collect data from participating DE instructors
    - Adaptability, feasibility, fidelity, reach, and adoption
  - Collect data from parents and teenagers
    - Pre-test and post-test, and 3 mos, 6 mos, 9 mos, and 12 mos
    - Parent involvement in teen driving and young driver safety
- **WITHOUT Funding: Methods**
  - Use parent-teen homework assignments in classes
  - Collect feedback

Logos: UNC Charlotte, OPI, and a small circular logo.

### WITH Funding: Project Timeline

DEVELOPMENT & TESTING	YEAR 1			YEAR 2			YEAR 3		
	Fall 2007	Spr 2008	Sum 2008	Fall 2008	Spr 2009	Sum 2009	Fall 2009	Spr 2010	Sum 2010
Adapt parent-teen homework	X	X							
Determine data collection, recruitment, & intervention	X	X							
Determine recruitment & intervention strategies	X	X							
Develop training and train for summer pilot testing		N=10							
Pilot test homework assignments			N=25 dyads						
Finalize procedures & mass produce materials			X						
Train for fall intervention			N=10						
IMPLEMENTATION									
Conduct intervention in fall classes				N=150 dyads					
Train project staff & instructors for spring intervention				N=10					
Conduct recruitment & intervention in spring classes					N=150 dyads				
Train for summer intervention					N=20				
Conduct intervention in summer courses						N=400 dyads			
Conduct surveys for instructors & policy makers			X	X	X	X	X	X	X



### WITHOUT Funding: Project Timeline

Tasks	Fall 2007	Spr 2008	Sum 2008	Fall 2008
Adapt parent-teen homework	X	X		
Determine data collection, recruitment, & intervention	X	X		
Determine recruitment & intervention strategies	X	X		
Use parent-teen homework in some summer and fall classes and get feedback			X	X



### **WITH Funding: Project Staff**

- **NC Project Staff**
  - Jessica Hartos, Principle Investigator
  - 2 Graduate Research Assistants
    - Year 1-3, support intervention development, intervention implementation, data collection, and data analysis
  - Undergraduate Research Assistants
    - Years 2-3, conduct post-test and follow-up telephone surveys with parents and teenagers
- **Montana Project Staff**
  - David Huff, Co-Investigator
  - Jim Carroll, P/T Project Manager
    - Distribute project monies for staffing, participant incentives, and necessary goods and services
    - Work with Logistics Coordinator and DE Coordinator
  - P/T Logistics Coordinator (Fran)
    - Coordinate, maintain, distribute, and keep detailed records for program materials to schools and incentives to participants
    - Coordinate logistics for project training workshops



### **WITH Funding: DE Instructors WANTED for MT Project Staff**

- **2 P/T DE Coordinators, TBD**
  - 2 DE instructors with over 10 years experience
  - In Year 1
    - Will represent different regions (East or West) and populations (rural, Native American, lower-income) in “working group”
    - Participate in regular meetings and associated tasks
  - In Years 1 and 2
    - Will help develop and conduct project training workshops
    - Will serve as liaisons to participating DE instructors
    - Will have weekly contact with DE instructors about implementation, evaluation, and feedback during intervention
  - Needed fall, spring, and summer semesters in Years 1 and 2
    - \$800/semester (flat fee)
- **2 Contractors, TBD**
  - 2 DE instructors with over 10 years experience
  - In Year 1
    - Will represent different regions (East or West) and populations (rural, Native American, lower-income) in the “working group”
    - Participate in regular meetings and associated tasks
  - \$1000/person (flat fee)



### **WITH Funding: DE Instructors WANTED to Participate**

- **10 DE instructors for pilot testing**
  - **Attend training in Spring 2008**
    - 1.5 days and expenses paid
    - \$75 incentive
  - **Pilot-test materials Summer 2008**
    - Recruit parents and teens, work with them, and provide in-depth feedback on homework assignments
    - \$100 incentive
- **DE instructors for intervention**
  - **10 for Fall 2008; 10 for Spring 2009; 20 for Summer 2009**
  - **Attend training prior to intervention**
    - 1.5 days and expenses paid
    - \$75 incentive
  - **Implement intervention**
    - Classes assigned as either intervention or control
    - Recruit parents and teens and present, discuss, “grade,” and provide feedback on homework assignments
    - \$100 incentive/class
    - \$250 school (total, not dependent on number of classes)



### **WITHOUT Funding: Project Staff and WANTED**

- **Project staff**
  - Jessica Hartos
  - David Huff
- **WANTED**
  - **4 DE instructors with over 10 years experience**
    - Will represent different regions (East or West) and populations (rural, Native American, lower-income) in “working group”
    - Participate in regular meetings and associated tasks
    - For free ☺
  - **5 DE instructors**
    - **Pilot testing in Summer and Fall 2008**
      - Recruit parents and teens, work with them, and provide in-depth feedback on homework assignments
      - For free ☺
    - **Implement intervention**
      - Recruit parents and teens and present, discuss, “grade,” and provide feedback on homework assignments
      - For free ☺



**For more information or to participate, contact:**

David Huff at [dhuff@mt.gov](mailto:dhuff@mt.gov) or (406) 444-4396

or

Jessica Hartos at [jlhartos@email.uncc.edu](mailto:jlhartos@email.uncc.edu) or (704) 687-8674

**THANK YOU!**

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**OPI**  
Linda McCulloch, Superintendent  
Montana Office of Public Instruction  
PO Box 202501  
Helena, Montana 59620-2501  
(406) 444-3095  
1-888-251-9353  
Fax: (406) 444-2893  
[www.opi.mt.gov](http://www.opi.mt.gov)

